

2020-2021 Guiding Principles for the

**Targeted Student Supports Envelope (TSS)**

within the Grants for Student Needs (GSN) – Learning Opportunities Grant (LOG)

## Table of Contents

Overview.....	3
Purpose of the TSS .....	3
Guiding Principles & Reporting Requirements.....	5
Literacy and Math Outside the School Day - Register-based (Grades 7 to 12).....	5
Student Success, Grades 7 to 12 Allocation .....	6
Grade 7 and 8 Literacy and Numeracy and Student Success Teachers Allocation .....	8
Tutoring Allocation (K to 12).....	9
Ministry Contact Details .....	9

## Overview

The following guidelines have been developed to assist District School Boards in their allocation of funds received as part of the Targeted Student Supports (TSS) Envelope within the Learning Opportunities Grant (LOG) in the Grants for Student Needs (GSN).

The TSS Envelope includes the following 4 components:

- Literacy and Math Outside the School Day (LOSD) Allocation/ Register<sup>1</sup>
- Student Success, Grades 7 to 12 Allocation
- Grade 7 and 8 Literacy and Numeracy and Student Success Teachers Allocation
- Tutoring Allocation

Any unspent funding generated through the TSS envelope must be reported as deferred revenue for future spending within this envelope. There is flexibility in how school boards may use some of the individual allocations within the TSS Envelope, as long as the funds in total are spent on the four programs in the envelope. Further details regarding enveloping and financial reporting can be found in the “Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements” section of the 2020/21 Technical Paper.

## Purpose of the TSS

The TSS envelope is intended to fund the implementation of Kindergarten to Grade 12 supports that assist all students, including adult learners, who are underserved and face barriers to achieving their full potential for achievement and well-being. The Ministry recognizes that barriers to student success are dependent on local contexts and may include additional factors to those listed below.

Evidence is clear that underserved students are less likely to graduate/transition into postsecondary education if they:

- Fall below the provincial standard in one or more domains on the Early Development Instrument (EDI),
- Fall below the provincial standard in EQAO assessments (Grades 3, 6, Grade 9 Math test, and the Grade 10 Literacy test),
- Are enrolled in Grade 9 and 10 Applied and/or Locally Developed Compulsory courses,
- Fail one or more credits in Grades 9 and/or 10.

Students are more likely to be underserved and face barriers to achieving their full potential for achievement and well-being if they:

- are Indigenous,
- are Black or otherwise racialized,
- are in care of a children’s aid society,

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<sup>1</sup> The Literacy and Math Outside the School Day allocation is register-based, details on funding are outlined in the Technical Paper.

- feel disconnected/disengaged from the school community,
- live in a low-income household,
- have a special education need,
- have a mental illness or have experienced trauma,
- have parents who have not completed postsecondary education.

The Ministry provides many different types of funding to support students who experience these barriers. The funding provided through this envelope is intended to support work that is undertaken in alignment with the Student Success board and school action plans by supporting students in the following key areas:

### 1. **Literacy:**

Increasing student engagement and performance in **literacy** through:

- increased opportunities for students to participate in meaningful and engaging learning,
- improved classroom instruction, aligned with culturally responsive and relevant pedagogies, from Kindergarten to Grade 12,
- specialized supports for students who are not achieving consistent success, including underperforming in a domain in the EDI, not meeting the provincial standard in Grade 3 and 6 EQAO, in Language curricula/courses, and not passing the Grade 10 literacy test graduation requirement, and
- increased opportunities to engage with parents and families to support literacy growth and achievement.

### 2. **Numeracy<sup>2</sup>:**

Increasing student engagement and performance in **numeracy** through:

- increased opportunities for students to participate in meaningful and engaging learning,
- Improved classroom instruction, aligned with culturally responsive and relevant pedagogies, from Kindergarten to Grade 12, and
- specialized supports for students who are not achieving consistent success, including failing a domain in the EDI, not meeting the provincial standard in Grade 3, 6 and/or 9 EQAO, or in Mathematics curricula/courses.

### 3. **Pathways:**

Enabling equitable access to postsecondary education through:

- the delivery of effective education and career/life planning programs for all postsecondary

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<sup>2</sup> Activities and funding allocated towards numeracy should be aligned with funding and activities for the Ministry's 4-year Mathematics Strategy.

pathways,

- improved guidance practices, based on capacity building specifically focused on anti-racist approaches to student success, and addressing systemic barriers and overrepresentation of specific groups of students in particular programs of study
- transition supports from grade-to-grade and school-to-school that are tailored to and responsive of students' unique needs, so all students have the knowledge and skills to succeed in secondary school, graduate and go on to their postsecondary destinations of choice, and
- personalized navigational supports to an initial post-secondary destination (e.g., apprenticeship, college, community living, university or the workplace).

#### 4. Building **Community, Culture and Caring**, by

- Ensuring that all students are supported by a caring adult,
- Developing culturally responsive and safe programming and supports, and
- Facilitating meaningful and trusting relationships between schools, students, parents and families and with the local communities.

### **Guiding Principles & Reporting Requirements**

Expenditures for all allocations are reported through EFIS as follows:

<b>Report</b>	<b>Deadline</b>
Budget Estimates	August 19, 2020
Financial Statements	November 13, 2020
Revised Estimates	December 15, 2020

Additional reporting requirements are also noted by component in the sections below.

#### *Literacy and Math Outside the School Day - Register-based (Grades 7 to 12)*

Literacy and Math Outside the School Day, also known as Learning Outside the School Day (LOSD) provides funding for additional programming during the summer and during the school year outside the regular school day that enhances the literacy and math skills of students in Grades 7 to 12 who are underserved and potentially at risk of not meeting the curriculum standards and/or the requirements of the Grade 10 literacy test.

LOSD programs can:

- address underservice that leads to achievement gaps among students;
- provide enhanced programming outside the school day programming for those students who may not otherwise have access to them;
- offer further opportunities and resources for learning and development; and
- help students engage in their education in a format that offers greater flexibility.

**Note:**

District School Boards can access LOSD funds through the Register of Enrolment in the Literacy and Numeracy Program, recording attendance by session and reporting the total cumulative number of pupil hours by program delivery type to the ministry through both OnSIS and EFIS. For more information, please refer to the *Enrolment Register Instructions for Continuing Education Programs*:

[http://www.edu.gov.on.ca/eng/document/forms/enrol/enrolment\\_register\\_administrators.pdf](http://www.edu.gov.on.ca/eng/document/forms/enrol/enrolment_register_administrators.pdf)

**Student Success, Grades 7 to 12 Allocation**

The Student Success, Grades 7 to 12 allocation supports learning opportunities for students and capacity building for staff targeted to improved outcomes of students who are facing barriers to consistent success.

In 2020-21 the Ministry will collect one report on major activities and expenditures associated with the Student Success, Grades 7 to 12 allocation.

Reporting deadlines are as follows:

<b>Report</b>	<b>Deadline</b>
Actual Expenditures & Outcomes Report	October 29, 2021

Expenditures may be allocated as follows:

1. Student Learning Opportunities (up to 100% of funds)

Including expenditures related to student participation and teacher support/supervision for the following that are targeted to students who face barriers to success:

- Student transportation to / from Student Success programs or activities,
- Staffing supports for activities occurring outside of regular school hours,
- Transition supports and student orientation activities,
- Opportunities for students to explore future careers and areas of study,
- Re-engagement supports for early leavers,
- Initiatives related to enhancing student voice, equity and well-being,
- Admission fees for activities that build a student's engagement in learning, academic success and well-being.

2. Professional Learning and Implementation Supports (expenses should not exceed 35% of total funds)

a. Central Implementation Support (expenses should not exceed 15% of total funds)

To support the Student Success Leader with school and system leader capacity building, as well as support for system implementation of Student Success initiatives that identify and address the learning, engagement, well-being and equity needs of students who are not

achieving consistent success. This is in addition to any funding for central coordination provided through the Specialist High Skills Major program, School College Work Initiative, Dual Credits, etc.

Examples of central implementation activities include:

- the implementation of ministry-developed resources and/or related board resources to support literacy, numeracy and cross-curricular instruction, using culturally responsive and relevant approaches embedded in universal design
- capacity building for school and system leaders to lead and support the implementation of differentiated and responsive instruction based on identified barriers,
- capacity building for school and board teams regarding equitable access to all post-secondary destinations (apprenticeship, college, community living, university and the workplace),
- capacity building for school and system leaders on implementation of academic gap closing strategies focused on enhancing school and classroom conditions for underserved students, and including equity focused data-driven decision making in board and school improvement processes

b. School Implementation Supports (expenses should not exceed 20% of total funds)

To support educator capacity building aligned with the Student Success Strategy at the school level (e.g. math, literacy, strategies for monitoring student progress, and differentiated and culturally responsive and relevant instruction).

As per the Ontario Schools policy (3.2.1), the school-based Student Success team should meet regularly and include, at a minimum, the Student Success teacher, and representation from administration, guidance, and special education. The inclusion of other members such as classroom teachers, child and youth workers, social workers, graduation coaches, and attendance counsellors is encouraged and will be determined by local / student needs.

Examples of school-based supports include those that:

- build inclusive and engaging school, classroom and community environments that are conducive to student learning through:
  - differentiated instruction and assessment,
  - consistent use of universal design of instruction
  - transition planning and orientation programs,
  - developing and promoting instructional practices, resources, and student- teacher partnerships
  - implementation of structures that allow all students' voices to be heard and empower students to make meaningful contributions to the school environment, culture, and practice.

- identify, track, monitor and differentiate educator response for students who may not be on track to graduate within 4/5 years,
- implement and monitor school-based literacy action plans,
- improve instruction to meet the needs of students who are not achieving consistent success,
- implement Credit Recovery and Credit Rescue programs
- facilitate community outreach and involvement and parent engagement and partnerships, and
- allow for teacher release time to facilitate job-embedded learning focused on supporting the academic success and wellbeing of students who are underserved or are facing barriers.

**Note:** Central implementation support funds, if not used centrally, can be directed to local school implementation support (expenses should not exceed 35% of total funds). However, school implementation support funds cannot be directed to central implementation support. It is not required that any funding be spent in either category.

3. Resources (expenses should not exceed 10% of total funds) for Student Success initiatives that target students who face barriers to consistent success and are underserved:
  - Event promotional materials, signage and student apparel,
  - Technology for students who do not have equitable access,
  - Fees for invited speakers, visiting organizations.

#### *Grade 7 and 8 Literacy and Numeracy and Student Success Teachers Allocation*

The Grade 7 and 8 Student Success and Literacy and Numeracy Teachers Allocation supports the costs of Grade 7 and 8 Student Success and literacy and numeracy teachers.

Student Success Teachers provide direct support/instruction to students in order to improve student achievement, retention, and transitions, track the progress of students who face barriers to consistent success, support school-wide efforts to improve outcomes for students who are not achieving consistent academic success, and work with families and the community to support student success.

Students who do not meet provincial standards in Grade 6 are significantly less likely to graduate from secondary school within 5 years. Grades 7 and 8 Student Success Teachers can support students who are underserved and face barriers to consistent success in the following ways:

- Timely and effective academic gap closing strategies in Grades 7 and 8 for students who are not achieving consistent success and/or did not meet provincial standard on Grade 6 EQAO assessments,
- secondary school course selection support (in Grade 8) that does not restrict access to post-secondary options,



- Grade-to-grade and school-to-school transition planning (see further information in Ontario Schools section 3.2.2 Transition from Grade 8 to Grade 9).

### *Tutoring Allocation (K to 12)*

The Tutoring Allocation supports school boards in initiating and expanding before- and after-school, weekend, and summer tutoring programs that provide extra help to students who are not yet achieving the provincial standard in reading, writing, or mathematics.

Effective tutoring has been associated with increased student engagement, confidence, and positive attitudes to learning. Research shows that the impact of tutoring is particularly high amongst students who are underserved and face barriers to consistent success.

School boards can work with schools to design and structure tutoring programs that meet student needs and are responsive to the needs of families and communities. The ministry encourages partnerships with community-based organizations that are culturally responsive and safe for students and that have expertise providing tutoring services for students who face barriers to success and are underserved.

### **Ministry Contact Details**

If you have any questions about the requirements outlined in this document or require other supports relating to the Student Success Strategy and School Effectiveness Framework please email [skillsdevelopmentandapprenticeshipbranch@ontario.ca](mailto:skillsdevelopmentandapprenticeshipbranch@ontario.ca).